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SUCCESSMENT

CONCORD UNIVERSITY'S
ASSESSMENT NEWSLETTER

In this Issue:

*What's Happening in
Assessment*

*Fall 2020 General
Education Data*

*Assessment Tip of the
Month*

Upcoming

Minors

Who's my Rep?

The goal of this newsletter is to promote better awareness and understanding of assessment, and to keep Concord faculty, staff, and students informed on important and relevant information related to assessment and accountability.

What's Happening in Assessment

Annual Reports and 5-Year Program Reviews

The University Assessment Committee has been busy reviewing Annual Program Assessment Reports and 5-Year Program Reviews. A total of 14 reports and reviews were submitted to the committee. The committee has completed the reviews and summaries will be available to department by mid-March through CAPS.

Graduating Senior Survey

The Graduating Senior Survey provides valuable input to Concord for making decisions to improve academic programs, services to students, as well as provides an overall perception of student's time spent at Concord University. The committee is in the process of revising the survey to better align questions with overall intent and purpose. The revised survey will be available for the 21-22 seniors. Please encourage your graduating seniors to complete the current survey located on the [University Assessment webpage](#).

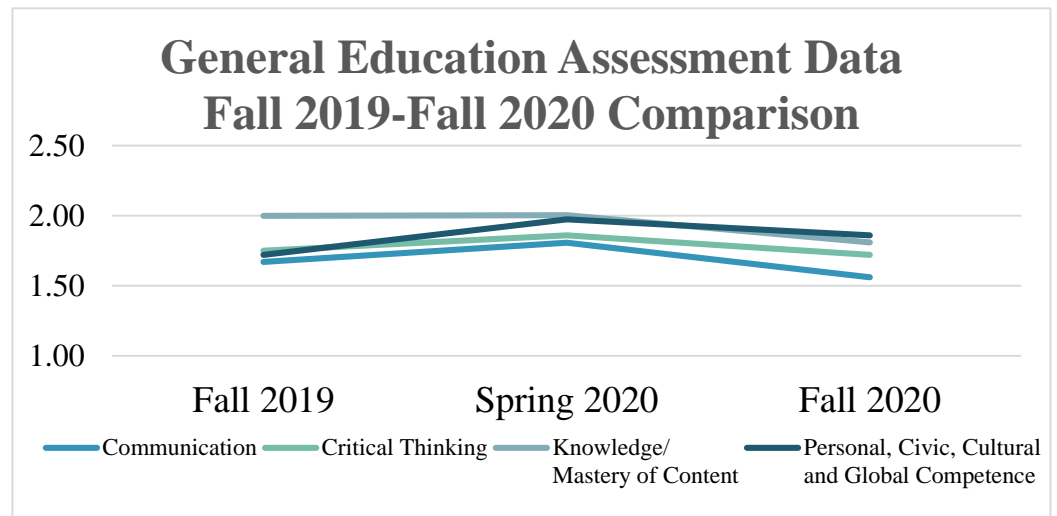
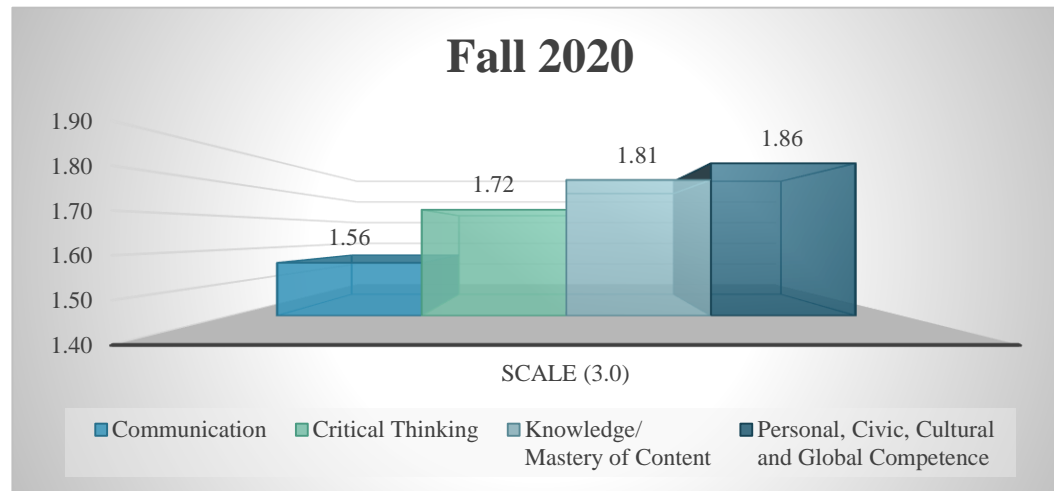


UPCOMING **Fall 2020 General Education Assessment Data**

Minor Assessment Plans

*Due May 7th, submitted to
department assessment
representative*

Concord University's general education assessment process is designed to sustain and strengthen student learning across the core courses as well as programmatic progression. In Fall 2020, a total of 180 distinct courses assessed general education outcomes from one of the four University Learning Goals. Results from the assessment are below as well as a comparison for the last three semesters. Data for specific general education categories has been submitted to department chairs for faculty review and continuous improvement.



Assessment Tip of the Month

Assessment Strategies to Use Everyday

The ultimate goal of teaching is understanding (Briggs, 2014). Briggs (2014) suggested several simple assessment strategies to check for student understanding. These tips can help faculty become more purposeful in their teaching, planning, and curriculum design.

- Ask students to reflect - During the last five minutes of class ask students to reflect on the lesson and write down what they've learned. Then, ask them to consider how they would apply this concept or skill in a practical setting.

QUESTIONS OR COMMENTS?

Contact

Dr. Amanda Sauchuck
asauchuck@concord.edu

- Response cards - Index cards, signs, whiteboards, magnetic boards, or other items are simultaneously held up by all students in class to indicate their response to a question or problem presented by the teacher. Using response devices, the teacher can easily note the responses of individual students while teaching the whole group.
- One question quiz - Ask a single focused question with a specific goal that can be answered within a minute or two. You can quickly scan the written responses to assess student understanding.
- Ticket out the door - Students write in response to a specific prompt for a short period of time. Teachers collect their responses as a “ticket out the door” to check for students’ understanding of a concept taught. This exercise quickly generates multiple ideas that could be turned into longer pieces of writing at a later time.
- Misconception check - Present students with common or predictable misconceptions about a concept you’re covering. Ask them whether they agree or disagree and to explain why.
- Peer instruction - Perhaps the most accurate way to check for understanding is to have one student try to teach another student what she’s learned. If she can do that successfully, it’s clear she understood your lesson.

Briggs, S. (2014). 21 Ways to Check for Student Understanding. *InformedED*. Retrieved from <http://www.opencolleges.edu.au/informed/features/21-ways-to-check-for-student-understanding/#ixzz30n5SFAYV>

Minor Assessment Plans

Developing Minor Assessment Plans

A major initiative across academics programs this year is to develop minor assessment plans. Minors should be anchored to an academic program, understanding that most minors offer the opportunity for cross discipline. These plans should be in the hands of committee representatives by May 7th to allow the committee time for review. Data collection should, therefore, should start as early as fall 2021 so that reporting of the results can occur the following year, fall 2022, on the annual program assessment reports.

Below are helpful steps in creating a Minor Assessment Plan. A more detailed guide is located on the University Assessment webpage.

1. Identify student learning goals
2. Develop an assessment plan
 - a. Identify--or create--aligned evaluations of student learning
 - b. Build a timeline.
3. Evaluate student learning by selecting direct or indirect measures
4. Analyze data/reflect and make continuous improvements

Due to the nature of our minors, direct measures of assessment may not always be the most appropriate. Below are examples of both direct and indirect measures.

Direct Measures

- Performance on selected exam questions in foundational courses
- Scoring of a sample of student papers using rubrics linked to learning goals
- Comparisons of responses to exam questions given earlier and later in a quarter, or characteristics of papers written in lower-level and advanced courses
- Analysis of characteristics of senior theses
- Analysis of electronic discussion threads or of in-class presentations or discussions

Indirect Measures

- Interviews of students completing Graduation Applications
- Responses to graduate survey questions
- Surveys of recent graduates
- Counts of students involved in faculty research or choosing particular types of courses

- Surveys of faculty regarding student preparation for advanced classes or surveys of employers regarding knowledge, skills, and attitudes your graduates bring to the workplace
- A curriculum map showing how the content and the learning objectives for individual courses, or for sets of courses fulfilling the same requirement, fit with your general learning goals

Adapted from “Developing A Major or Minor Assessment Plan”, Northwestern Weinberg College of Arts & Sciences, <https://weinberg.northwestern.edu/faculty/teaching-research-service/teaching-curriculum/major-minor-assessment.html>

Who’s My Representative

Assessment Committee Representatives

Michael, Jr Bean
Assistant Professor of Education

Sarah Beasley
Vice President of Student Affairs / Dean of Students

Kevin Bennington
Associate Professor of Art

Shea Boothe
Business Manager I

Kim Chambers
Associate Professor of Biology

Adriana Falco
Assistant Professor of Psychology

Jamie Hallas
Assistant Professor of Mathematics

Kelly Hudson
Associate Professor of Music

Tracy Luff
Professor of Sociology / Honors Program Director

Kathryn Nutter-Pridgen
Assistant Professor of Sociology

Kenneth (Kenny) Osborne
Women’s Basketball Coach / Assistant Athletic Director

Anthony Patricia
Assistant Professor of English

Susan Robinett
Department Chair / Professor of Business

Amanda Sauchuck
Director of University Assessment / Assistant Professor of Management

Andrea Tabor
Associate Director of Admissions

Karen Vuranch
Instructor of Communication Arts

Hong Yin
Assistant Professor of Chemistry